# Pre-approved Learning and Assessment Plan

Stage 1 Women’s Studies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **W** | **O** | **M** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Women’s Studies – 10 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:Text Analysis – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | IA | C |
| Cartoons – The Simpsons & Family Guy  Students view episodes of The Simpsons and Family Guy, and analyze the gender roles and gender stereotypes that are present. Students discuss the experiences of both women and men in the cartoons, and compare the characters’ experiences due to their gender. | 2 | 1,3 | 2 | Short answer questions:  Up to 1000 written  6 minutes oral presentation  Multimodal (iMovie, Power Point) up to 6 mins/1000 words |
| Film – Osama  Students view the film Osama, and analyse how the social structure and cultural practices in Afghanistan, disempowers women and men. Students discuss the impact that the Taliban had on the lives of women and the lack of legal and social rights they held in the film. | 1 | 2,3 | 2 | Free choice:  Up to 1000 written  6 minutes oral presentation  Multimodal (iMovie, Power Point) up to 6 mins/1000 words  Or other negotiated form (e.g. scripted role play-film reviewers) |

Assessment Type 2: Group Presentation – weighting 25%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | IA | C |
| Gender, Law and Culture  Students work in groups of 2 or 3 and research the roles, rights (may include legal rights) and responsibilities of women and men in 2-3 different countries. Students discuss the construction of gender in each of these countries, and analyse the rights that women have (or may not have) in comparison to men. | 1 | 2,3 | 1,3 | Power Point Presentation:  6 Minute group presentation  Or up to 6 minute iMovie |

Assessment Type 3: Issues Analysis – weighting 35%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| KU | IA | C |
| Gender & Law  Students research and produce an issues analysis in regards to one of the following legal issues   1. Gender and human rights (Domestic violence, honour killings, female genital mutilation) 2. Gender, the marriage contract and family law 3. Analysis of the purpose and effectiveness of different laws such as anti-discrimination, affirmative action and anti-harassment in regards to the lives of women   Students may compose their own question or area of research related to one of the three issues. | 1 | 2,3,4 | 3 | Free Choice:  Up to 1000 words written  6 minutes oral presentation  Multimodal (iMovie, Power Point) up to 6 mins/1000 words |

*Four assessments****.*** *Please refer to the Stage1 Women’s Studies subject outline.*